



UNIVERSITI PUTRA MALAYSIA

**ORGANIZATIONAL CLIMATE
AND
TEACHERS' JOB SATISFACTION
IN RESIDENTIAL AND NON RESIDENTIAL SCHOOLS**

ONG BOON PUAH

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By

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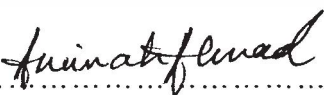
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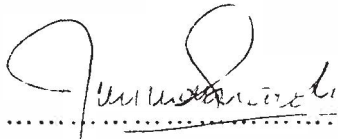


Project paper entitled “Organizational Climate And Teachers’ Job Satisfaction In Residential And Non Residential Schools” by Ong Boon Puah in partial fulfilment of the requirement for the degree of Master of Science (Human Resource Development) in the Faculty of Educational Studies, Universiti Putra Malaysia.

Approved by :


.....

Hjh. Aminah Bt. Ahmad, Ph.D.,
Associate Professor
Faculty of Educational Studies
Universiti Putra Malaysia
(Supervisor)


.....

Turiman Bin Suandi, Ph.D.,
Associate Professor
Faculty of Educational Studies
Universiti Putra Malaysia
(Examiner)

Date: 10th Nov 1997

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LIST OF ABBREVIATIONS

AFFN	:	Affiliation
EPW	:	Empowerment
MGC	:	Mission and Goal Consensus
PI	:	Professional Interest
RA	:	Resource Adequacy
SS	:	Student Support
WP	:	Work Pressure
INSAT	:	Intrinsic Satisfaction
EXTSAT	:	Extrinsic Satisfaction
SOCSAT	:	Social Satisfaction
FSOJS	:	Facet Specific Overall Job Satisfaction
FFOJS	:	Facet Free Overall Job Satisfaction
OCCSAT	:	Occupation Satisfaction
OCCEXP	:	Occupation Expectation Satisfaction
NOWSAT	:	Current Job Satisfaction
OCCDEC	:	Occupation Decision
OPTDEC	:	Optional Retirement Decision
RS	:	Residential School
NRS	:	Non Residential School

Abstract of project paper submitted to Department of Extension Education, Faculty of Educational Studies, Universiti Putra Malaysia in partial fulfilment of the requirements for the degree of Master of Science in Human Resource Development.

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NOVEMBER 1997

Chairperson : Assoc. Prof. Dr. Aminah Ahmad

Faculty : Department of Extension Education
Faculty of Educational Studies.

The usefulness of teacher perceptual data in school organizational climate and job satisfaction research was illustrated by a study of two selected residential and two non residential schools in Kuala Lumpur. Seven school climate dimensions of mission and goal consensus, empowerment, student support, affiliation, professional interest, resource adequacy and work pressure were assessed by seventy teachers from residential schools and sixty four teachers from non residential schools. Comparisons of school climate in the selected residential and non residential schools revealed statistically significant difference on six dimensions, namely mission and goal consensus, empowerment, student support, affiliation, professional interest and resource adequacy. Teachers in the selected

residential schools perceived more positive school environments than teachers in the selected non residential schools.

The selected school teachers' job satisfaction were determined by two separate measures of facet specific and facet free job satisfaction. Comparisons of teachers' facet specific job satisfaction in residential and non residential schools revealed no statistically significant difference on teachers' intrinsic, extrinsic and social satisfaction. Nevertheless, comparisons of teachers' facet free job satisfaction in residential and non residential schools revealed statistically significant difference on all the five global measures of occupation satisfaction, occupation expectation satisfaction, present job satisfaction, re-entry and optional retirement decision. Teachers in residential schools were found to be more satisfied with their facet free overall job satisfaction.

Analysis for the combined sample revealed that majority of the teachers were satisfied with their social satisfaction; only three out of ten teachers perceived high level of intrinsic satisfaction while seven out of ten teachers were dissatisfied with extrinsic satisfaction. The overall job satisfaction for the combined sample was only at the medium level. This study also revealed that majority of the combined sample only perceived highly of affiliation while the perceptions for empowerment, student support, professional interest, mission and goal consensus, resource adequacy and work pressure dimensions were only at the medium level.

Pearson's correlation analysis revealed positive associations between the six school climate dimensions and facet specific and facet free overall job satisfaction. However, the work pressure dimension was negatively related to both measures of facet specific and facet free overall job satisfaction at 0.05 significant level. This study also revealed that facet specific and facet free measures of overall job satisfaction were by no means congruent.

Abstrak kertas project yang dikemukakan kepada Jabatan Pendidikan Pengembangan, Fakulti Pengajian Pendidikan, Universiti Putra Malaysia sebagai memenuhi sebahagian daripada keperluan untuk Ijazah Sarjana Sains dalam Pembangunan Sumber Manusia.

IKLIM ORGANISASI DAN KEPUASAN KERJA GURU DI SEKOLAH BERASRAMA DAN BUKAN BERASRAMA PENUH

Oleh

ONG BOON PUAH

NOVEMBER 1997

Pengerusi : Prof. Madya Dr. Aminah Ahmad

Fakulti : Jabatan Pendidikan Pengembangan
Fakulti Pengajian Pendidikan.

Satu kajian di dua buah sekolah berasrama penuh dan dua buah sekolah bukan berasrama penuh di sekitar Kuala Lumpur telah menunjukkan kegunaan data persepsi guru dalam kajian iklim organisasi dan kepuasan kerja guru. Tujuh dimensi iklim organisasi, iaitu, pemuafakatan misi dan matlamat organisasi, penurunan kuasa, sokongan pelajar, sokongan rakan sejawat, minat terhadap profesion, kelengkapan sumber dan tekanan kerja telah dinilai oleh tujuh puluh orang guru sekolah berasrama penuh dan enam puluh empat orang guru sekolah bukan berasrama penuh. Perbandingan iklim organisasi antara sekolah berasrama

penuh dengan sekolah bukan berasrama penuh telah menunjukkan perbezaan signifikan secara statistik dalam enam dimensi, iaitu, pemuafakatan misi dan matlamat organisasi, penurunan kuasa, sokongan pelajar, sokongan rakan sejawat, minat terhadap profesion dan kelengkapan sumber. Persepsi guru terhadap iklim organisasi adalah lebih positif di sekolah berasrama penuh jika dibanding dengan persepsi guru di sekolah bukan berasrama penuh.

Kepuasan kerja guru-guru telah diukur dengan menggunakan instrumen kepuasan kerja “facet” spesifik dan “facet” bebas. Perbandingan kepuasan kerja “facet” spesifik telah menunjukkan bahawa tidak terdapat perbezaan signifikan secara statistik antara kepuasan kerja guru-guru sekolah berasrama penuh dengan sekolah bukan berasrama penuh. Walau bagaimanapun, perbandingan kepuasan kerja “facet” bebas telah menunjukkan bahawa terdapat perbezaan signifikan dalam kelima-lima aspek kepuasan pekerjaan, kepuasan jangkaan pekerjaan, kepuasan terhadap kerja semasa, keputusan memilih profesion perguruan semula dan keputusan bersara awal. Guru-guru di sekolah berasrama penuh didapati lebih berpuas hati dengan kepuasan kerja menyeluruh “facet” bebas.

Analisis keseluruhan sampel menunjukkan bahawa kebanyakan guru berpersepsi tinggi terhadap kepuasan sosial; cuma tiga daripada sepuluh orang guru mempunyai persepsi yang tinggi terhadap kepuasan “intrinsic” manakala tujuh daripada sepuluh orang guru tidak berpuas hati terhadap gaji dan faedah

sampingan. Kepuasan menyeluruh untuk keseluruhan sampel adalah sederhana. Kajian untuk keseluruhan sampel juga telah menunjukkan bahawa kebanyakan guru cuma mempunyai persepsi yang tinggi terhadap sokongan rakan sejawat manakala persepsi untuk pemuafakatan misi dan matlamat organisasi, penurunan kuasa, sokongan pelajar, minat terhadap profesion, kelengkapan sumber, dan tekanan kerja adalah pada tahap sederhana.

Analisis korelasi Pearson menunjukkan hubungan yang positif antara enam dimensi iklim organisasi dan kedua-dua ukuran kepuasan kerja menyeluruh. Akan tetapi, dimensi tekanan kerja didapati berkorelasi secara negatif dengan kepuasan kerja pada aras signifikan 0.05. Kajian ini juga telah menunjukkan bahawa dua kaedah mengukur kepuasan kerja secara “facet” spesifik dan “facet” bebas adalah tidak setara atau kongruen.

CHAPTER 1

INTRODUCTION

The Problem and Its Context

In a recent New Straits Times (1997) report, Deputy Minister of Education, Dr. Fong Chan Onn was quoted as saying that teachers in Johore are leaving the country to work in Singapore. In the same report, the Deputy Minister revealed that many teachers are also leaving the government service for the private sectors. As the private schools and colleges mushroom, more government school teachers are leaving for these private educational institutions. Some teachers even resigned or opted out at the age of fifty to work in Brunei because of higher salary. This scenario indicates that some government school teachers are dissatisfied with the reward system and work environment in the government schools.

Under the New Remuneration System, government servants are allowed to opt for early retirement at the age of forty (KPM, 1994). When this fringe benefit was given to the teachers, the number of applications were indeed very alarming. National Union of Teaching Professions (NUTP) estimated that about two thousands teachers applied for early retirement annually. This further aggravates the already serious problem of teacher shortage due to the unattractiveness of the teaching profession. The booming economies for the last decade have made the teacher shortage problems even more critical. Many high school leavers and university graduates, especially the men, are said to prefer non-teaching

professions. As an effort to attract more school leavers to choose teaching as a career, the government have upgraded the teaching certificate to the level of diploma. Effective from July 1, 1999, the starting basic salary of non graduate teachers will be increased from RM625 to RM917 (NSTP, 1997c). While awaiting for the result of this effort in overcoming the shortage of teachers (if any), the government have no other alternatives but to revert back to her earlier decision by imposing stricter conditions for teachers' optional retirement to avoid the exodus of teachers and to overcome shortage of teachers. One of the more stringent measures to discourage teachers from opting for early retirement is raising the optional retirement age for teachers. One other measure is to disallow teachers getting their pension at the time of optional retirement. Pensions will be paid only at the age of fifty five for teachers appointed after 1992. Female and male teachers can now opt for early retirement, subject to the discretion of Ministry of Education, only at the age of forty five and fifty respectively. Other government servants still can opt for early retirement at the age of forty.

In view of such a serious situation, the cabinet had set up a special committee headed by former Director General of Education, Tan Sri Datuk Wira Abdul Rahman Haji Arshad to review various aspects of the teaching profession, including their scheme of service, workload, incentives and welfare of teachers, and facilities (NSTP, 1997a). The government does not want teachers to be demoralised or to leave the service to seek greener pastures. The committee had made eighty two recommendations to overcome the grievances of some 250,000

Government school teachers. The Tan Sri Abdul Rahman Arshad Committee Report addressed almost all problems in the teaching profession including job specification and workload as well as proposals for better career programme and staff replacement scheme. Obviously, the government's concern for the teaching profession showed that the government is aware of the problems faced by the teaching profession. The general perception is that teachers are not satisfied with their profession and their morale is low. The report confirmed claims made by the National Union of Teaching Profession that the morale was so low that teachers are frustrated, not just over poor salary schemes but also over poor working conditions and unnecessary workload which force them to spend less time with the students.

Despite the committee's recommendations, till the time of writing this report, none of the recommendations have been implemented. In fact, the Tan Sri Abdul Rahman Rahman Committee's Report had been shrouded in secrecy under the Official Secret Act for almost a year now. It was not until 2nd August 1997 that the report was declassified. Despite this declassification, secrecy still prevailed. The report was only available to the teachers' unions. The report has yet to be made public. The delay in declassification and implementation, if any, was because the recommendations projected huge financial implications that would affect the Government's operational cost. This could be attributed to the large number of teachers (some 250,000) in the teaching profession. Any revision in the service scheme for the teachers will definitely affect other civil servants in the

same categories. Clearly, the government could not afford this revision of service scheme financially. Moreover, not all the eighty two recommendations could be adopted by the Government because it would cost the Government a whopping RM 17 billion. (NSTP, 1997a). The Education Minister, Datuk Seri Najib was quoted as saying helplessly that “ It is not that the Government does not want to give a good deal but how much we can afford”. Therefore, it is important for the government to look into the possibility of providing a better school environment or more conducive school climate for the teaching profession as this would not involve other civil servants. This study intends to seek empirical evidence and provide a tool towards determining the positive school climate dimensions which are associated with the teachers’ job satisfaction.

Teachers play a very crucial role in achieving the objectives of Vision 2020. Disgruntled teachers who are not satisfied with their job will not be committed and productive. They will not be performing at the best of their capabilities if they are not satisfied. Consequently, not only the teaching profession is in serious jeopardy but the attainment of Vision 2020 will be affected. Empirical studies have shown that organizational climate factors are related to job satisfaction (Poon et al., 1989). It would, therefore, be useful to ascertain what factors in the school organizational setting, as perceived by the teachers, are associated with their job satisfaction. These factors are of great implementation implications to the school policy makers and administrators. If the government cannot provide a better salary scheme to the teachers, at the very least, a better

school organizational climate which also include a better school working environment should be provided as an alternative to boost the teachers' morale.

Statement of Problem

The above scenario clearly shows that the teaching profession is facing problems related to teachers' job satisfaction. Grievances concerning the teaching service frequently highlighted by the press through letters to the editors reflects on the severity of the problem. The general perception is that teachers in the government schools are dissatisfied with their profession. They are said to be dissatisfied with teaching in the government schools. To what extent is this perception true? A systematic and scientific enquiry is therefore necessary and timely.

Literature review showed that Frederick Herzberg (1966, cited in Stephen 1996) had identified the elements which cause job dissatisfaction and those which can cause job satisfaction. He distinguished between hygiene factors and motivator factors. Hygiene factors which cause dissatisfaction at work are company policy and administration; salary; interpersonal relations; working conditions and job security. Motivator factors which cause job satisfaction include advancement; gaining recognition, being given responsibility; challenging work; achievement and growth in the job.

If it is true that government school teachers are dissatisfied, what then are these dissatisfaction? In what aspects are they not satisfied? Is it the principal-

teacher; teacher-teacher and the student-teacher relationship? Is it the working environment? Is it the workload and the work pressure, or is it the reward system? Taking schools as organizations, what are the school organizational climate factors or the school climate dimensions that contribute towards these dissatisfactions? Is it the lack of empowerment, student support, affiliation, professional interest, mission and goals consensus, resource adequacy or the work pressure dimensions of the organisational climate? Therefore, one of the research questions to be answered in this enquiry is: “What are the dimensions of the school organizational climate that are positively or negatively associated with teachers’ job satisfaction?”

This study narrows down its focus to only government secondary schools, both fully residential and non residential schools. Fully residential schools are better equipped in terms of resources and facilities. The student intakes, both in terms of academic background and discipline, are regarded as better and more favourable than those in the non residential schools. The students for the residential schools are specially selected whereas the students in the non residential schools are not. Teachers in fully residential schools have less number of teaching periods than their counterparts in non residential schools. Class enrolments in fully residential schools are also smaller. Schools, parents and the society at large have greater expectations from teachers in the residential than non residential schools. Teachers in the residential schools felt that their responsibilities and burdens are heavier as a result of higher societal expectations. On the other hand, teachers in the non

residential schools are faced with whole lots of other types of problems such as bigger classroom enrolments, more teaching periods, student disciplinary problems, less number of quality students and problems of resource adequacy. With these distinctions, teachers in residential schools perceived that teachers in non residential schools are less pressured in terms of student academic achievements while teachers in the non residential schools felt that their counterparts in residential schools have a better life in terms of better working environment. Hence, this study attempts to determine whether there are any differences in teachers' perceptions of various school climate dimensions and to determine whether there are any differences in the teachers' level of job satisfaction in selected residential and non residential schools. This study also attempts to examine the teachers' level of job satisfaction and school climate perceptions in the selected government secondary schools as a combined sample.

Literature review showed that there are a few generic measures of job satisfaction. Empirical data indicates that the global measures of job satisfaction are not equivalent to the sum of facet measure of job satisfactions. Defining overall job satisfaction as the sum of the evaluations of the discrete elements of which the job is composed, may lead to neglect of major determinants of job satisfaction. In this study, the overall job satisfaction is measured by facet specific and facet free instruments. The question here is whether a judgement about overall job satisfaction measured by facet free instrument is equivalent to overall job satisfaction measured by facet specific job satisfaction instrument. Hence, the last

research question to be answered is: “Are there any significant differences in the operationalization of overall job satisfaction by facet specific and facet free instruments?”

In summary, the following research questions have been identified for the present study :

- Are there any differences in teachers’ perceptions of school climate between fully residential and non residential schools ?
- Are there any differences in teachers’ perceptions of job satisfaction between fully residential and non residential schools ?
- What is the level of job satisfaction among the selected government secondary school teachers?
- What is the level of perceptions of school organizational climate among the selected government secondary school teachers?
- What are the dimensions of the school organizational climate that are positively or negatively associated with teachers’ job satisfaction?
- Are there any significant differences in the operationalization of job satisfaction by facet specific and facet free instruments?

Research Objectives

General Objective

The general objective of the study is to examine teachers’ perceptions of school organizational climate and job satisfaction in selected government secondary schools.